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ABSTRACT

The curriculum guide is intended to prepare disadvantaged and handicapped, primarily educable mentally retarded, students for holding productive jobs. Emphasis is on developing in students the values and attitudes that are basic to the success of any worker. The guide is divided into five sections: pre-primary, primary, intermediate, junior high, and senior high. Given for each level are student characteristics, desired outcomes or goals stated in terms of observable and measurable behavior, behavioral objectives, and suggested learning activities. At the pre-primary and primary levels, development of proper attitudes, behavior, work habits, and skills is stressed. At intermediate and junior high levels, suggestions are made for using the classroom and school as a vocational learning laboratory (practice of vocational-related skills in class and application in specified work areas within the physical plant of the school). At the senior high level, emphasis is upon social requirements of young adulthood and supervised community work experiences. (KW)

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CURRICULUM GUIDE in OCCUPATIONAL PREPARATION for the DISADVANTAGED and ***** HANDICAPPED

EC 050 167E

DEPARTMENT OF EDUCATION
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CURRICULUM GUIDE

in

OCCUPATIONAL PREPARATION

for the

DISADVANTAGED AND HANDICAPPED

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CURRICULUM GUIDE

in

OCCUPATIONAL PREPARATION

for the

DISADVANTAGED AND HANDICAPPED

Developed at
Hope School Center
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Funded by VEA and ESEA Title I

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
PRE-PRIMARY	
Characteristics	2
Desired Outcomes	2
Behavioral Objectives	5
Suggested Activities	8
PRIMARY	
Characteristics	12
Desired Outcomes	12
Behavioral Objectives	15
Suggested Activities	19
INTERMEDIATE	
Characteristics	25
Desired Outcomes	25
Behavioral Objectives	28
Suggested Activities	33
JUNIOR HIGH	
Characteristics	36
Desired Outcomes	36
Behavioral Objectives	39
Suggested Activities	42
SENIOR HIGH	
Characteristics	44
Desired Outcomes	44
Behavioral Objectives	46
Suggested Activities	49
BIBLIOGRAPHY	52

INTRODUCTION

One of the primary objectives of a Curriculum Guide in Occupational Preparation for disadvantaged and mentally handicapped youth is to prepare them for holding productive jobs. The information contained in this guide is designed to shape the thinking and behavior of disadvantaged and handicapped students so that they will develop the values and attitudes that are basic and necessary to the success of any worker. It further emphasizes job opportunities and presents practical suggestions for making the disadvantaged and the handicapped self supporting and worthwhile citizens in society.

An increased emphasis on career education in the schools is taking place and needs to be reflected in our educational system from pre-primary to senior high. The challenge of teaching occupational preparation is an item on today's agenda in teaching education for the disadvantaged and handicapped youth.

Witness some of the trends as they relate to student education. A large number of students become dropouts due to the lack of ability to cope with the regular academic curriculum. Others remain in school with a lack of interest and create problems within and out of the classroom. These students need the opportunity to learn the skills which will help them live productive, independent and responsible lives.

The importance of early vocational training must be stressed for the handicapped pupil. Readiness for vocational placement begins at the pre-primary and primary levels with the development of proper attitudes, behavior, work habits, skills and activities. At the intermediate and junior levels, the teacher and school must assume a great role in preparing this student for the world of work. Many handicapped students, particularly those with retarded mental development, are not prepared with the necessary skills nor personal qualifications needed for participation in a work-study program. This guide gives particular emphasis to this situation by actually providing the teacher with concrete suggestions for using the classroom and the school as a vocational learning laboratory. In this way, pupils have classroom practice in vocational-related skills within the classroom and a chance to apply these skills in specified work areas within the physical plant of the school. The senior high program extends junior high experiences. Stress is placed upon the social requirements of young adulthood. There is also a replacement of time spent in classes with supervised work experiences within the community.

Solving the many and varied problems associated with job opportunities, values, attitudes, skills, behavior, work habits and activities is a persisting life problem faced to some degree by all people. Due to limited mental capacity, the handicapped without training will often be

unable to solve adequately some of the problems associated with successful everyday and/or family living. With the proper training, the handicapped person will take his rightful place in the community.

The organization for the Curriculum Guide for Occupational Preparation consists of the introduction, characteristics, desired outcomes, behaviorally-stated objectives and suggested activities for five levels of instruction: pre-primary, primary, intermediate, junior high and senior high. These levels are merely indicators to the teacher. A child may be on more than one level. When he has learned the skills for one level, he should advance to the next even though he may remain in a lower level group because of age, size or social adjustment.

This study presents goals or outcomes stated in terms of observable or measurable behavior because it was felt that this form would be useful to teachers in instructing children. The outcomes have been included so that the teacher may see the overall view of the work of each level. The teacher may find more activities and behavioral objectives to fit these outcomes. These objectives are very important--they measure the emphasis and energy the teacher applies during the year with the class.

PRE-PRIMARY

CHARACTERISTICS

The pre-primary child ranges in chronological age from 3 to 6 years with corresponding mental ages ranging from 2½ to 4 years. Physically, his development may be slightly immature but he should have, by age 6, good control of gross motor movements, equaling that of his 5-year old counterpart.

This child's social and emotional development will follow his mental development. He will participate very little in group activities. His world is centered around himself, his immediate family and his teacher.

Emphasis is placed upon language development, perceptual and conceptual development, self-help skills and social living.

DESIRED OUTCOMES

I. Preparing for Work

A. Realizes that parents and other people work

1. Identifies members of the family
2. Identifies close neighbors
3. Knows that "Daddy" leaves home every morning to go to work
4. Realizes that some "Mommies" do work in the home and some leave home to go to work
5. Knows that some of the "Daddies" (in his neighborhood) leave home to go to work
6. Knows the meaning of work.

B. Begins good work habits

1. Begins to imitate familiar characters (bus driver, teacher)
2. Begins to play with and put away toys
3. Begins to express himself well enough to make his needs and wants known
4. Begins to observe simple courtesies when speaking and listening
5. Pays attention and responds to others
6. Tells problems to teacher
7. Begins to solve small personal problems
8. Knows that he shouldbehave appropriately and feels "pride" when praised for doing so
9. Begins to distinguish between right and wrong
10. Knows that he will be rewarded (play, art, candy, praise, etc.) if his work is completed satisfactorily
11. Knows that punishment, in some form, will follow if some work is not satisfactorily completed
12. Sees need for personal cleanliness: baths, brushing teeth, handwashing, toilet habits, hair care
13. Wears glasses and hearing aid when provided
14. Begins to develop simple conservation habits in the classroom.

C. Begins to develop good work skills

1. Begins to express feelings through lines, color and balance
2. Begins to participate in musical and rhythmic activities
3. Becomes aware that numbers are used for counting
4. Understands relational terms up-down, big-little
5. Recognizes and names pictures of simple foods (fruits, vegetables, meats)
6. Recognizes, names and uses eating utensils
7. Begins to express himself well enough to make his needs and wants known
8. Uses large muscle movements
9. Develops finger dexterity
10. Recognizes some of the rooms in a house; kitchen, bedroom, bathroom
11. Begins to participate in personal cleanliness.

D. Explores simple tools and equipment correctly

1. Understands relational terms up-down, big-little
2. Begins to use eating utensils
3. Begins to be aware of the existence of some appliances and equipment used in the home; lights and lamps, toaster, iron, vacuum cleaner, oven and stove, telephone, radio and T.V.
4. Begins to play with toys
5. Can distinguish gross differences in shapes, color, size and weight, texture and pattern
6. Can name common objects by categories of use
7. Uses large muscle movements
8. Develops finger dexterity
9. Keeps things in their proper places
10. Knows that he should behave appropriately when handling these tools
11. Begins to ask questions
12. Pays attention and responds to simple directions (words and actions) explaining use of tools
13. Respects the belongings of others.

E. Knows that he should behave appropriately when he is with another person or persons

1. Begins to perform daily sanitation habits under supervision
2. Begins to develop a good self-concept
3. Tells problems to teacher.

II. Choosing and Getting a Job

A. Becomes aware that work is rewarded

1. Knows that he should behave appropriately
2. Begins to distinguish between right and wrong
3. Is rewarded by teacher or parent if work is completed satisfactorily
4. Is praised when his work is satisfactorily completed
5. Feels pride when his work is satisfactorily completed.

B. Learns the simple jobs done within the classroom

1. Begins to imitate actions of familiar characters
2. Is shown how, and later participates with, caring for the personal belongings he brings into the classroom
3. Is shown how, and later participates with, handing out materials
4. Is shown how, and later participates with, caring for equipment and materials in the classroom
5. Becomes aware that numbers are used for counting
6. Understands relational terms as up-down, big-little
7. Can distinguish gross differences in shapes, color, size and weight, texture and pattern
8. Uses large muscle movements
9. Develops finger dexterity.

C. Aware of services performed by members of his family

1. Mother's work in the home
2. Mother's work away from the home
3. Father's work in the home
4. Father's work away from the home
5. Other people in the house who do work in the home
6. Other people in the house who work away from the home.

D. Responds to his own name

1. Knowshis own name
2. Pays attention and responds to others appropriately
3. Begins to develop a good self-concept.

III. Resoonsibilities, Rights and Benefits of the Worker

A. Knows the differences between his and others' belongings

1. Knows his own name symbol
2. Can distinguish gross differences in shapes, color, size and weight, texture and pattern
3. Knows that he should behave appropriately
4. Keeps things in their proper places
5. Begins to distinguish between right and wrong
6. Begins to develop a good self-concept.

B. Follows simple directions

1. Begins to imitate actions of familiar characters
2. Understands relational terms as up-down, big-little
3. Pays attention and responds to others appropriately
4. Responds to his name
5. Hearing vocabulary must include several command words.

C. Begins to understand that classroom jobs need to be performed satisfactorily

1. Begins to imitate actions of familiar characters
2. Knows that he should behave appropriately
3. Begins to distinguish between right and wrong
4. Knows that he is rewarded when his work is completed satisfactorily
5. Feels pride when praised for completing a job satisfactorily.

BEHAVIORAL OBJECTIVES

I. **Preparing for Work**

A. Goal Statement - To develop a realization that parents and other people work as determined by:

1. Identifying through the use of pictures each member of the family and the work each one performs in the home as judged by teacher
2. Naming orally his close neighbors as judged by teacher
3. Looking at a picture of the member of the family who works, the student will tell orally that "Mommies" and "Daddies" leave and come home every day from work as judged by teacher
4. Selecting pictures of people working from pictures of people playing as judged by teacher.

B. Goal Statement - To begin training children to develop good work habits as determined by:

1. Imitating familiar working characters in a role playing situation based on the activities he performs
2. Playing with correctly and putting materials and supplies in their proper places as prescribed by classroom organization
3. Verbally relating to the teacher his personal needs, wants and other small problems, as judged by teacher
4. Demonstrating use of simple courtesies when given opportunities for oral communication based on a courtesy chart made by students
5. Demonstrating appropriate behavior in solving small personnel problems by taking turns with toys, rides, water fountain, etc., as prescribed by daily classroom procedures
6. Demonstrating, by completing the task, that when a task (sitting for two minutes, standing in line, finding his shoes at rest period, recognizing his wrap, etc.) is completed he will be rewarded
7. Orally stating that if a task is not completed satisfactorily rewards will be withheld
8. Dramatizing actions of handwashing, brushing teeth, etc., when instructed to do so, to teacher satisfaction
9. Wearing his glasses or hearing aid if there is a need, according to doctor's instructions.

C. Goal Statement - To begin developing good work skills as determined by:

1. Expressing his feelings by completing a task in art based on teacher criteria, such as covering a whole page with fingerpaint, etc.
2. Imitating the teacher in bodily movements when appropriate music is provided, based on teacher judgement
3. Demonstrating number awareness by imitating teacher counting cartons of milk, straws, napkins and cookies, based on teacher observation
4. Choosing, from a group of relational concept pictures, the appropriate ones showing up-down, big-little
5. The student naming, models and/or pictures of simple foods, based on common usage
6. Naming the different eating utensils based on locally accepted terms
7. Verbally, or by gestures, expressing his needs and wants when placed in various educational situations as based on teacher and/or peers acknowledging his needs and wants
8. Using gross motor movements and finger dexterity as directed and demonstrated by teacher
9. Naming the kitchen, bedroom and bathroom when given models and/or pictures of these rooms (accuracy is self-evident)
10. Performing personal cleanliness routines as established by the classroom.

D. Goal Statement - To develop correct exploration of simple tools and equipment as determined by:

1. Putting toys or tools in the correct relational order (up-down, big-little) when instructed to do so
2. Naming the different eating utensils used for eating various types of foods as established by common usage
3. Dramatizing the use of appliances and equipment such as: lights, stove, lamps, toaster, iron, vacuum cleaner, oven, telephone, radio and T.V., as determined by common usage
4. Playing with given toys in an acceptable manner as judged by the teacher
5. Matching projects of like shapes, colors, sizes, weights, textures and patterns correctly
6. Placing in the right categories based on function, two sets of pictures, such as a set of pictures of tools and a set of pictures of furniture
7. Using gross motor movements and finger dexterity in the manipulation and use of tools and equipment
8. Placing tools and equipment in proper storage area as determined by class agreement
9. Handling tools and equipment with care so as not to destroy or damage them, or injure someone
10. Asking questions when faced with unfamiliar and new tools and equipment
11. Dramatizing the use of simple tools and equipment when they are given to him with directions
12. Respecting the belonging of others by asking for permission, not breaking or defacing when using them and returning when finished.

E. Goal Statement - To develop a realization that he should behave appropriately when he is with another person or persons as determined by:

1. Participating in activities, under supervision, which require him to: wash his hands before meals and after using the bathroom, not drink from bottle or glass another person has used, not bite on something that someone else has bitten, cover his mouth when he coughs, use kleenex, etc.
2. Answering structured questions about his self-concept as it relates to others
3. Relating verbally or with gestures to the teacher his personal needs, wants and other small problems.

II. Choosing and Getting a Job

A. Goal Statement - To develop a realization that work is rewarded as determined by:

1. Behaving appropriately as measured by completing a given task and accepting praise and responding with facial expressions
2. Demonstrating that he knows the difference between right and wrong by following classroom rules.

B. Goal Statement - To learn simple classroom jobs as determined by:

1. Imitating the work activities of familiar characters--mommie, daddy, teacher
2. Keeping his personal belongings in the places provided, handling them so as not to waste, damage or destroy them according to classroom procedure
3. Handing out materials--giving each child milk at lunch time, passing out crayons, scissors, play dough, etc.
4. Caring for equipment and materials by using them appropriately so as not to waste, damage, destroy or use in a destructive manner
5. Imitating teacher counting milk, straws, napkins and cookies
6. Carrying out simple classroom jobs which involve relational concepts
7. Matching objects of like shapes, colors, sizes, weights, textures and patterns correctly in completing classroom job
8. Using grossmotor movements and finger dexterity in performing classroom jobs.

C. Goal Statement - To develop an awareness of services performed by members of his family as determined by:

1. Naming each member of the family and the work each one performs in the home
2. Verbally answering yes or no to questions asked about mommies' and daddies' work, when shown a corresponding picture of a community worker.

D. Goal Statement - To respond to his own name as determined by:

1. Not responding to any other name than his own
2. Using simple courtesies when given opportunity for oral communication
3. Answering structured questions such as, "If you could be someone who would you be?" "Do you like yourself?", to determine his self-concept

III. Responsibilities, Rights and Benefits of the Worker

A. Goal Statement - To understand the differences between his and others' belongings as determined by:

1. Getting his personal belongings at the close of the day
2. Comparing objects according to shapes, color, size and weight and texture and pattern
3. Solving, to group satisfaction, disputes that occur over ownership of belongings by taking turns with school property, sharing his toys, asking to play with another's toys
4. Asking for and returning another's personal property in the same condition
5. Protecting his personal property by saying things such as, "this is mine--I'll share, but don't you take."

B. Goal Statement - To begin training children to follow simple directions as determined by:

1. Imitating familiar working characters when given specific directions as to the work he is to perform
2. Placing objects in the proper relationship when told to do so
3. Responding orally in a socially acceptable way
4. Responding appropriately to verbal command words, such as, sit down, come here, go, etc.

C. Goal Statement - To develop an understanding that classroom jobs need to be performed satisfactorily as determined by:

1. Imitating familiar classroom working characters when given specific tools
2. Solving, to the satisfaction of the group, personal (wanting to go to another activity) and interpersonal (being hindered by another child) problems encountered in completion of a classroom task
3. Performing classroom jobs according to standard classroom procedure, without being told
4. Completing a task to receive a reward.

SUGGESTED ACTIVITIES

Have the children tell about the jobs and duties performed by members of their families.

Mount pictures representing household and common community activites, and have children sort them into activities performed by men and activities performed by women.

Develop a skit which demonstrates the activities performed by community helpers and household members.

Introduce attractive toys and interesting work involving these toys; work along with child until he can proceed by himself.

Establish routine time for which the child and teacher will discuss the child's personal needs, wants and other small problems.

Have children learn appropriate songs or poems concerning certain health and grooming activities, and have them demonstrate actions.

Demonstrate some of the rules of courtesy which should be practiced by girls and boys. Plan role playing situations in which the children practice courtesy toward adults and each other.

Insist the children needing glasses and hearing aids wear them. This can be done by refusing the child permission to participate in an activity unless he wears his glasses or hearing aid.

Provide children with experiences in using many different media for expression.

Play music on the piano or phonograph which provides for rhythmic expression, such as marching, skipping and clapping.

Direct the child to place milk, straws, napkins and cookies at snack time. Instructions may be to place one object at each chair.

Using relational concept cards have children point to picture that represents the concept.

Play lotto-type games. Children cover pictures of fruit or vegetables that teacher names.

Practice simple table manners and use of eating utensils at lunch, snack time and room parties.

Mount pictures representing household rooms and have children name the rooms represented and sort them into activites performed in each room.

Establish daily practice of good health routines by conducting morning health inspection.

Demonstrate the safe way of passing pencils and scissors (holding up-down). Provide opportunities for class to practice such safety precautions.

Develop a role playing situation in which the children play with model appliances: lights, stove, lamps, toaster, iron, vacuum cleaner, oven, telephone, radio and T.V.

Play a game in which a child selects an item from a box and then describes the item according to its color, shape, size, weight, texture and pattern.

Play a game in which the children match objects of like color, shapes, sizes, weights, textures and patterns.

Show children a filmstrip containing pictures of furniture, fruit and tools and ask child to name the object as it appears on the screen.

Discuss the need for asking questions. Point out that asking questions is one way of finding information we need.

Talk about the respect which should be shown to other people's property. Discuss the proper way of using a borrowed article and the necessity for returning it in good condition.

Enhance children's self-image throughout daily activities; use mirror and discuss body parts movement, location, etc.; trace child's outline on paper and color; make silhouettes, trace hands, etc.

Encourage children to finish all tasks--at first with help and eventually independently. Talk about what happens when a helper performs his job correctly.

Talk about why behavior is described as right or wrong. Develop skits evaluating behavior in the classroom and school as to whether or not it is right or wrong.

Show child where personal belongings and classroom materials are placed and supervise a daily routine of care.

Assign various leadership roles to each student during the course of the year. Talk about the responsibilities that a leader has to the group and the group to the leader. Assign jobs. Help to establish pride in doing an assigned job well by recognizing student performance.

Print and place the name of each child on his locker, coat hook, desk, or chair. His name may also appear on personal belongings such as crayon boxes. Names of children should also appear on Helpers Charts. Through this type of labeling, children will soon recognize their names and the names of others.

Play a game in which the child first describes his wrap, shoes or some piece of personal clothing by color, size, pattern and then selects it from a group of different types of clothing.

Talk about the importance of listening to and following directions. Play games such as "Simon Says" to emphasize listening carefully to oral directions.

PRIMARY

CHARACTERISTICS

The primary level program is for children with chronological ages from 6 to 9 years with corresponding mental ages from 3 to 7 years. The beginnings of academic work can be introduced if it is presented in a systematic manner. The chief purpose of the primary level work is to provide the child with an opportunity to develop adequate skill foundations.

While vocational guidance may appear to be a subject far removed from the sphere of the primary child, it is at this age that positive patterns of behavior can be most firmly established. With his learning difficulties it is vital that he form positive habits at the earliest level as it is here that he will develop his initial concepts of human relationships, responsibilities, attitudes and associated skills which will help him become self-sufficient. Not only does the retarded child have greater difficulty learning, he also has greater difficulty unlearning. Thus, poor patterns of behavior, once established become more difficult to modify in the mentally retarded.

DESIRED OUTCOMES

I. Preparing for Work

A. Realizes that each member of the family works

1. Mother's work in the home
2. Mother's work outside the home
3. Father's work in the home
4. Father's work outside the home
5. Children's work at home.

B. Sees the necessity and continues to develop good work habits

1. Expresses difficulties to teacher and others
2. Continues to solve simple personal problems
3. Begins to understand the meaning of and need for rest
4. Wears glasses and hearing aid when provided
5. Is introduced to some of the effects of drugs, alcohol, tobacco, etc.
6. Begins to practice simple conservation habits in the classroom
7. Begins to have some understanding of time and space
8. Becomes aware of the importance of correct spelling
9. Becomes aware of some of the effects of sun (heat), air, water, light and sound in his environment
10. Takes care of personal cleanliness.

C. Begins to develop good work skills

1. Begins to associate certain foods with specific meals
2. Knows names of and helps prepare simple foods
3. Begins to appreciate and participate in home care under supervision

4. Begins to develop a tolerance for and helps to care for less capable children
5. Begins to have some understanding of time and space
6. Begins to use and care for tools, devices and toys commonly found in the home and school environment
7. Becomes aware of the use of some tools for communication, such as the telephone, radio and T.V.
8. Begins to count, read, write and use numbers
9. Begins to understand and use simple facts and processes
10. Begins to recognize and understand money--its terms and value
11. Recognizes common geometric shapes and terms, such as triangle, circle, square and star
12. Develops a meaningful arithmetic vocabulary
13. Becomes aware of the importance of correct spelling
14. Begins to identify and attach meaning to printed words and phrases.

D. Recognizes simple tools and equipment

1. Becomes aware of the use of some tools for communication, such as the telephone, radio and T.V.
2. Knows that workmen need tools to do their jobs
3. Begins to use and care for tools, devices and toys commonly found in the home and school environment.

E. Sees the advantages of and is aware of his ability to work with others

1. Can make work fun (a game) with another person
2. Work goes faster with someone else to help
3. Another person does "half" the work
4. Tells problems to teacher
5. Continues to develop a good self-concept
6. Begins to react appropriately to others
7. Begins to develop socially acceptable habits and attitudes

    a. Continues to perform daily habits associated with sanitation under supervision
    b. Practices blowing nose and covering mouth when coughing or sneezing
    c. Begins to know that certain personal items should not be used by others
    d. Wears glasses and hearing aid when provided
    e. Begins to practice table manners
    f. Begins to develop an awareness that different types of homes exist
    g. Begins to develop a tolerance for and helps to care for less capable children
    h. Begins to choose and care for different types of clothing
    i. Begins to participate in discussions and conversations
    j. Continues to observe simple courtesies when listening and speaking.

F. Begins to become aware of capabilities and limitations

1. Recognizes the need to be healthy and that some foods are important to this need
2. Begins to understand the meaning of and need for rest and exercise
3. Wears glasses and hearing aid when provides
4. Is introduced to some of the effects of drugs, alcohol, tobacco, etc.
5. Takes care of his personal appearance and cleanliness.

II. Choosing and Getting a Job

A. Realizes that good work is rewarded

1. Realizes that there are many kinds of rewards
2. Begins to recognize and understand money--its terms and value.

B. Performs simple tasks in the classroom

1. Begins to develop an awareness of some kinds of plant and animal life in his environment
2. Begins to observe some common effects of power (turning on lights and water in the classroom)
3. Begins to use and care for tools, devices and toys commonly found in the school environment
4. Knows that he need tools to do his jobs
5. Begins to count, read, write and use numbers
6. Carries oral or written messages to another person at school.

C. Begins to know that people work at many different jobs in the school

1. Knows that staff members have specific jobs at school
2. Knows that each staff member needs tools to do his job
3. Begins to show an interest in visual materials as a source of information.

D. Tells his full name and age (personal data)

1. Begins to count, read, write and use numbers
2. Writes his name
3. Recognizes his name, telephone number, birthdate and address when he sees it
4. Responds to full name when called
5. Can name family members
6. Can name school personnel.

III. Responsibilites, Rights and Benefits of the Worker

A. Obeys school rules

1. Begins to develop socially acceptable habits and attitudes
2. Recognizes common geometric shapes and simple terms.

B. Begins to understand that there are consequences if classroom jobs are or are not performed satisfactorily

1. Can choose a job after having completed an assigned task
2. Is allowed privileges when rules are obeyed
3. Is allowed to be a class leader in some activities
4. Performs tasks for self satisfaction
5. Privileges are cut
6. Denied leadership role
7. Praise and rewards are withdrawn.

C. Understands that he can choose a job

1. Can choose one job over another because he feels more competent.

D. Begins to see some relationships between classroom jobs and adult jobs

1. Begins to develop an awareness that plant and animal care in the classroom is similar to adult gardening and animal care
2. Knows that adult workmen also need tools to do their jobs and some of those adult tools resemble those in the classroom
3. Children can do on a lower scale many of the same things adults do
4. Their work has to be done satisfactorily as well as adults'.
5. Adults get rewarded for their jobs just as children do.

BEHAVIORAL OBJECTIVES

I. Preparing for Work

A. Goal Statement - To develop a realization that each member of the family works as determined by:

1. Matching pictures of a mother and father with appropriate pictures of the work done by each of them in the home
2. Matching pictures of a mother and father with appropriate pictures of the work done by each of them outside the home
3. Selecting from pictures of work in the home, those jobs which children can do as determined by teacher judgement.

B. Goal Statement - To see the necessity for and to continue to develop good work habits as determined by:

1. Verbally expressing to teacher and/or others his difficulties
2. Solving simple personal problems by sharing, taking turns, and asking for assistance from teachers and/or others as determined by group
3. Taking the appropriate rest breaks when he becomes tired, confused, anxious, etc., as determined by number of times he changes activities

4. Wearing glasses and hearing aid when provided as prescribed by doctor
5. Stating orally effects of drugs, alcohol and tobacco on the body
6. Using school materials constructively by not wasting, damaging, destroying or using destructively
7. Completing tasks in an allotted time and space in a prescribed situation
8. Having his own name and/or other work checked for correct spelling
9. Stating orally, when given plants showing the effect of the absence and presence of sun, water, air, light and sound, which affected its growth
10. Brushing his teeth, washing his hands, etc., and dressing appropriately for weather conditions.

C. Goal Statement - To develop good work skills as determined by:

1. Matching pictures of common foods with the terms breakfast, lunch or dinner according to what is commonly accepted as appropriate for that meal
2. Orally naming common foods and helping in their preparation--washing fruit and fresh vegetables, preparing cereal for breakfast, soup and toast
3. Helping with simple household chores--setting and clearing tables, simple dusting, taking out garbage, sweeping
4. Helping less capable children with academic, physical and social activities as the opportunity arises
5. Storing classroom materials in given space within an allotted time when told
6. Telling time of important daily events contained in a daily schedule
7. Using and caring for tools, devices and toys commonly found in the home and school environment without misusing, damaging, destroying them
8. Using some tools for communication (telephone, radio, T.V.) in a role playing situation as dictated by the teacher
9. Reading numbers written randomly and writing numbers dictated randomly
10. Orally counting tangible objects for classroom usage
11. Adding and subtracting numbers less than ten to carry out classroom routines
12. Naming the different coins when shown a handful of coins
13. Making rough drawings of circles, squares, triangles and line segments when given specific directions
14. Relating objects to each other in the manner directed when given oral instructions and objects (in-out, near-far, high-low, etc.) while performing classroom activities
15. Circling the correct picture (or diagram) when given a group of pictures and a word (oral) representing one of them
16. Spelling his name and a few words in his writing vocabulary correctly
17. Matching correctly a word from a list of words with a picture representing it.

D. Goal Statement - To develop the recognition, use and care of simple tools and equipment as demonstrated by:

1. Using some tools for communication (telephone, radio, T.V.) to carry out instructions of the teacher
2. Matching tools that workmen need to the job performed
3. Using and caring for tools, devices and toys commonly found in the home and school environment without damaging, destroying or being destructive with them.

E. Goal Statement - Sees the advantages of and is aware of his ability to work with others as demonstrated by:

1. Choosing to work with someone he enjoys being with
2. Working with someone else to complete a task more quickly and easily
3. Telling problems to teacher
4. Accepting criticism and praise; the number of times he initiates a new task without being urged
5. Developing socially acceptable habits and attitudes by sharing, not pushing, performing personal cleanliness habits, participating courteously in discussions and conversations, practicing good table manners, dressing appropriately for his peer group.

F. Goal Statement - Begins to become aware of capabilities and limitations as demonstrated by:

1. Choosing, from a chart, those activites which require a healthy body
2. Choosing, from many pictures of various common foods a balanced daily diet
3. Selecting pictures of persons who used rest and exercise from pictures showing people who do and do not need exercise
4. Wearing glasses and hearing aid when provided as prescribed by doctor
5. His ability to state orally, effects that drugs, alcohol and tobacco have on the body
6. Brushing his teeth, washing his hands, etc., and dressing appropriately for weather conditions.

II. Choosing and Getting a Job

A. Goal Statement - Realizes that good work is rewarded as demonstrated by:

1. Orally stating three kinds of rewards as used in the classroom
2. Exchanging monetary rewards for items of same value from classroom store.

B. Goal Statement - Performs simple tasks in the classroom as demonstrated by:

1. Following classroom procedure in caring for plant and animal life in the classroom
2. Turning on and off lights and adjusting water to a suitable temperature for washing hands in the classroom

3. Using and caring for tools, devices, and toys commonly found in the school environment without damaging, destroying or using them destructively
4. Selecting the tools he needs to do a job
5. Counting and getting the correct number of supplies needed for a group of children
6. Writing simple numbers needed in classroom jobs
7. Writing simple numbers written on a flash card to pass out correct number of materials for classroom activities
8. Carrying oral and written messages to another person at school and returning with reply.

C. Goal Statement - Begins to know that people work at many different jobs at school as demonstrated by:

1. Naming orally a few staff members, the jobs they do and the tools they use
2. Answering questions about school workers by using classroom bulletin board display.

D. Goal Statement - Tell his full name and age as demonstrated by:

1. Writing his name and age
2. Underlining his personal data, name, telephone number, birthdate and address, in a list containing personal data of all students
3. Responding orally to full name when called.

III. Responsibilities, Rights and Benefits of the Worker

A. Goal Statement - Obeys school rules as demonstrated by:

1. Developing socially acceptable habits and attitudes by sharing, not pushing, performing personal cleanliness habits, participating courteously in classroom activities, practicing good table manners, practicing good classroom and bus manners
2. Selecting correct unlabeled signs and signals (stop, school zone, etc.) when instructed to do so.

B. Goal Statement - Begins to understand that there are consequences if classroom jobs are or are not performed satisfactorily as demonstrated by:

1. Working to complete an assigned task so that he may receive a reward or privilege
2. Doing extra work, pursuing own interests, on his own initiative
3. Working to complete an assigned task so that his privileges and praise will not be terminated.

C. Goal Statement - Understands that he can choose a job as demonstrated by:

1. Choosing one job over another because he feels more competent
2. Choosing one job over another because of time and space limitations.

D. Goal Statement - Begins to see some relationships between classroom jobs and adult jobs as demonstrated by:

1. Comparing some of likenesses of plant and animal care in the classroom with adult gardening and animal care
2. Listing some tools found in the classroom that are also used by adult workmen
3. Dramatizing those classroom jobs they do which are also done by adults
4. Matching pictures of good and poor work done by students, and pictures of students being rewarded or not rewarded with corresponding pictures of adults.

SUGGESTED ACTIVITIES

Demonstrate in a role playing situation and tell work activities done by the mother and father in the home.

Match pictures of household work with pictures of mother and father.

Demonstrate in a role playing situation and tell work activities done by the mother and father in the community.

Match pictures of community work activities with pictures of mother and father.

Demonstrate in mock household area work which he can perform (dust, keep toys picked up, carry unbreakable objects from table).

Encourage children to express their ideas orally and provide opportunity for teacher-student conferences.

Teacher can structure activities in which the child is involved in taking turns (go to water fountain), sharing (using common crayon bucket) and asking for help (need more soap, towels, etc.).

Establish routines for daily rest periods in the classroom so that the students will know what to do when rest period is announced.

Include in daily planning relaxation activities, such as stretching, putting heads on desks and jumping.

Discuss why glasses, hearing aids and other aids are provided and must be worn.

Teacher demonstrates care of glasses, hearing aids and other aids.

Refer children who need vision or hearing tests to the school nurse.

Emphasize danger of drinking unknown liquids and putting unknown objects in the mouth.

Invite the nurse or doctor to speak to the class on how some drugs help people feel better.

Instruct children in proper use and care of school materials and require conformity to routine.

Set up rules of procedure for selection and safe use of toys, furniture, equipment and electrical outlets.

Encourage children to complete all tasks and encourage conformity to routine.

Explain beforehand any change of routine so children have time to absorb and adjust to situation.

Trace name, follow dots of name words, copy teacher's example, write name independently.

Have children grow plants from bulbs and seeds in the classroom. Encourage children to assume responsibility for the care of plants.

Have boys and girls keep a daily checklist on health habits. Ask questions that can be answered yes or no. The lists should be checked by the teacher so that counseling may be given to pupils who have problems in body care.

Stress importance of a well-balanced diet.

Plan and make a display showing the foods eaten at the three meals (breakfast, lunch and dinner).

Plan a classroom lunch or breakfast. Have children plan the meal and prepare the food.

Have a room clean-up campaign. Have each child pick up trash, sweep and clean out desk.

Assign more capable children in the room to be helpers to less capable children.

Provide a certain place or table for books, magazines, toys, etc. Whenever any item is used, children should know where it is to be returned. A child may be given the responsibility of seeing that this operation is carried out.

When children know numbers, use a large clock (toy) for demonstrating that numbers are used for telling time. Place hands on various combinations of numbers and indicate that when the hands reach these places, certain activities will take place (come to school--8 o'clock).

Teach children to carry messages (oral or written), answer telephone correctly through dramatic play and practice as situations arise.

Have children read numbers written by the teacher on the board or on flash cards, have children fill in the missing numbers, what number comes before and what number comes after, have children write down numbers the teacher calls out for bingo).

Play games to give opportunities for rote or rational counting. Count how many times the ball bounces, count the number of bean bags thrown, etc.

Use concrete objects, such as: blocks, books, crayons, pencils, sticks, toothpicks, beans and children to develop the ability to count.

Have children recognize groupings to ten by using objects, progressing to pictures, then abstract symbols.

Use flannel board and magnetic numbers, addition and subtraction symbols and objects for learning and copying number concepts.

Use opaque projector to help pupils identify coins. Tape coins onto a cardboard and show on projector. Discuss how the coins look; their sizes, colors, worth, names and values.

Give the student an amount of money in one unit of measure, then have child to state its equivalency in another unit of measure.

Teach children to recognize and select geometric shapes by participating in activities such as playing a matching game with lotto picture cards. The object of the game is to match small cards to the corresponding block on the large card.

Trace dotted lines in the form of circles, squares, rectangles and line segments.

Teach the children to use and understand a vocabulary of mathematical concepts through firsthand experiences: compare children in the class (small-larger, shorter-taller, faster-slower), tell child to place objects on shelves as directed (first, second, third).

Make individual picture dictionaries which include a drawing or picture illustrating a word and the word written and spelled correctly in manuscript and cursive.

Through structured role playing situations children can imitate the use of some tools of communication, such as a mock telephone, T.V., etc.

In a show and tell situation about common community workers, the children can role play about a worker then write an experience chart.

Assign partners for planned play periods. Provide quiet games which may be played by two people. Have the class evaluate this period. Talk about how to eliminate problems of failing to get along together. After playing with all members of the class let them choose their partners.

Make a scrapbook of each child's drawings showing how to play and work together and why to work together.

Dramatize situations to help the pupils develop ways of reacting to success and failure. Talk about some of the positive ways of reacting to failure.

Provide opportunities for pupils to practice appropriate social graces. Such activities as entertaining parents or another class will enable the pupils to serve as hosts or hostesses.

Make chart stories about the experiences which have helped children learn about nutritious foods.

Have children develop picture charts which will help in the recognition and selection of appropriate foods for breakfast, lunch, dinner and snacks.

Discuss the need for rest as related to good health. Bring out appropriate ways to rest. From magazines cut out pictures of people resting.

Children can orally state to the teacher things they receive for doing a good job--candy, money, play opportunities, etc.

Set up a reward system in the classroom and have a classroom store from which the children can buy items such as candy bars, gum, cookies, candy, etc.

Assign classroom jobs to the child and see that they are carried out (turning on lights, counting and getting the correct number of supplies needed).

Discuss duties of the school staff, the work they do, a few tools they use and then make an experience chart with pictures.

Make duplicated worksheets with child's name in dotted lines. Have children trace over the dotted lines in learning to write their names. Space should be left at the bottom of the page for children to write their names without guides when they are able to do so.

Play a matching game with two sets of cards containing the written information of name, telephone, numbers, birthdates and addresses.

Play a listening game asking child questions such as, "What's your first name?" "What's your last name?"

Show pictures of the members of a family and the members of a school staff then name the work they do and the names of the people who do that work in their school.

Encourage individual pupils to volunteer for doing extra work. Commend pupils who volunteer.

Motivate and encourage children's interests in a hobby.

Develop a list of questions for the children to answer. Include some very simple questions so that even the very timid and immature child will be encouraged to volunteer answers.

Talk about what makes a happy day. Have children talk about experiences they enjoyed most.

Show films about adult jobs in gardening and animal care. Discuss likenesses in the film with procedures used in the classroom.

Point out tools in the classroom and discuss whether they are used in the adult work world.

In a role playing situation have the children act out jobs that are done in both the classroom and in the adult world.

INTERMEDIATE

CHARACTERISTICS

The intermediate level is characterized by chronological ages of 10 to 12 years and a mental age of 5 to 9 years. At this level the child is more socially and emotionally adjusted. He is physically more mature and oriented toward social, personal and occupational adjustment.

The class setting can be used effectively as a laboratory or practicum for vocational adjustment and preparation. The class area should be set up to simulate a working situation. The skills taught should be oriented and applied to everyday needs that will help the child to transfer and apply to vocational situations.

DESIRED OUTCOMES

I. Preparing for Work

A. Develops good attitudes for work

1. Develops respect for and pride in caring for his home properly
2. Begins to develop acceptable personal attitudes and values.

B. Continues to develop good work habits

1. Develops necessary personal qualities
2. Knows some of the basic skills for preparing meals and begins to shop for the necessary foods.
3. Accepts the responsibility and the procedures for helping or caring for younger and/or less capable children
4. Begins to know what to do in certain emergencies and can perform simple first aid tasks when ill or injured
5. Begins to practice simple conversation habits in the home and community
6. Identifies a variety of ways in which man needs and uses energy-heat, light and sound
7. Expands his knowledge of special relationships
8. Begins to adjust his work to a time schedule
9. Uses and cares for a variety of simple devices and equipment safely
10. Expresses ideas clearly and courteously in common situations calling for oral communication
11. Can reinterpret a speaker's short message in his own words
12. Is able to use both manuscript and cursive writing with reasonable legibility.

C. Continues to develop good work skills

1. Continues to use and understand arithmetical concepts met in daily situations
2. Knows some of the basic skills for preparing meals and begins to shop for the necessary foods

3. Develops skills necessary to care for his home properly
4. Knows how to dress self, select and care for personal clothing
5. Accepts the responsibility and knows the procedures for helping or caring for younger and less capable children
6. Begins to know what to do in certain emergencies and can perform simple first aid tasks when ill or injured
7. Develops skill in caring for animal and plant life
8. Begins to practice simple conservation habits in the home and the community
9. Uses a telephone, can answer properly, take and give messages and make emergency calls
10. Identifies a variety of ways in which man needs and uses energy-heat, light and sound
11. Expands his knowledge of spatial relationships
12. Begins to adjust his work to a time schedule
13. Uses and cares for a variety of simple devices and equipment
14. Begins to know how tools and machines help man to do his work more efficiently
15. Continues to develop an understanding of money terminology and values
16. Knows which foods are appropriate for breakfast, lunch, dinner and snacks
17. Begins to develop art skills
18. Develops auditory discrimination and can respond appropriately
19. Writes simple sentences
20. Begins to use printed materials as sources of information
21. Begins to do independent reading.

D. Begins to react favorably to physical, mental, personal and social limitations and abilities that affect his work and the work of others

1. Accepts the responsibility for helping or caring for younger and less capable children
2. Begins to understand and accept his physical self
3. Begins to understand and accept himself socially
4. Identifies a variety of ways in which heat, light and sound affect man and his work
5. Develops feelings of self-worth
6. Begins to adjust his work to a time schedule (working within a time limit)
7. Expands his knowledge of special relationships (working in a limited space).

E. Begins to develop acceptable personal attitudes and values

1. Begins to understand some reasons for differences in people
2. Uses common social courtesies when speaking and listening
3. Reacts appropriately to others
4. Knows and practices basic table manners.

F. Improves as a group worker

1. Knows and practices basic table manners
2. Begins to practice simple conservation habits in the home and community
3. Expands his knowledge of special relationships
4. Begins to adjust his work to a time schedule
5. Understands and practices basic sanitation habits
6. Performs simple first-aid tasks when ill or injured
7. Begins to develop art concepts and skills
8. Expresses ideas clearly and couteously in common situations calling for oral communication
9. Uses common social courtesies when speaking and listening
10. Reacts appropriately to others.

II. Choosing and Getting a Job

A. Understands that most people work for a living (money)

1. People do work
2. People get paid for work
3. It cost money to live.

B. Performs routine jobs inside and outside the classroom

1. Continues to use and understand arithmetical concepts in daily situations
2. Continues to develop an understanding of money terminology and values
3. Knows some of the basic skills for preparing meals and begins to shop for the necessary foods
4. Develops respect for and pride in caring for his home properly
5. Knows how to dress self, select and care for personal clothing
6. Accepts the responsibility and knows the procedure for helping or caring for younger and less capable children
7. Begins to care for plant and animal life inside and outside the classroom
8. Begins to practice simple conservation habits in the home and community
9. Begins to adjust his work to a time schedule
10. Expands his knowledge of special relationships
11. Uses and cares for simple devices and equipment
12. Begins to use tools and machines which help man to do his work more efficiently
13. Understands and practices basic sanitation habits (cleaning areas)
14. Performs simple first-aid tasks when ill or injured
15. Can reinterpret a speaker's short message in his own words
16. Uses a telephone, can answer properly, take and give messages and make emergency calls
17. Writes lists in alphabetical order.

C. Appreciates and understands some of the responsibilities of community services

1. Explains responsibility of community helpers (fire, police)
2. Knows services offered by community services (hospital, sanitation).

D. Knows how to tell, read and write personal data

1. Expresses ideas clearly and courteously in common situations calling for oral communications
2. Is able to use both manuscript and cursive writing with reasonable legibility
3. Knows and writes name of city and state in which he lives
4. Knows data about hobbies and sports that he participates in
5. Verbalizes to teacher his physical disabilities.

III. Understanding Responsibilities, Rights and Benefits of the Worker

A. Knows some of the responsibilities that are involved in assuming a job

1. Knows some of the responsibilities the employer has toward the employee
2. Knows some of the responsibilities the employee has toward fellow employees
3. Knows some of the responsibilities the employee has toward the employer.

B. Knows some of the rights that are involved in assuming a job

1. Knows some of the rights of the employers
2. Knows some of the rights of the employees.

BEHAVIORAL OBJECTIVES

I. Preparing for Work

A. Goal Statement - To develop good attitudes for work as determined by:

1. Responding orally (yes or no) to a teacher-made checklist which asks questions about the household chores he performs
2. Displaying friendliness, cooperation, honesty, trustworthiness and concern for others as determined by a teacher-made checklist of specific actions and reactions.

B. Goal Statement - To develop good work habits as determined by:

1. Working with others, doing his prescribed share of the work without close supervision as determined by teacher

2. Selecting the proper utensil for preparing a specific food, measuring the appropriate amount and selecting the right temperature to prepare a simple meal
3. Selecting from the four basic food group classifications the appropriate food for a well-balanced given meal
4. Helping or caring for younger and less capable children
5. Orally stating what to do in different emergencies and performing simple first-aid tasks
6. Listing and practicing simple conservation procedures in home and community (not being wasteful of supplies)
7. Orally expressing a variety of ways in which man needs and uses energy-heat, light and sound
8. Placing materials and tools in their proper order, place, space and form when teacher directed
9. Working a time schedule as prescribed by the teacher
10. Using and caring for equipment (stove, refrigerator, iron, washing machine, dryer) as described by operating instructions
11. Reinterpreting in his own words a short message or talk given by an outside person or teacher
12. Transferring from manuscript to cursive and from cursive to manuscript when given a chart from which to copy so that letters can be recognized.

C. Goal Statement - To develop good work skills as determined by:

1. Adding and subtracting objects totaling 100 in daily situations
2. Understanding money terminology by distinguishing between different types of coins and bills and making purchases with the correct amount of money
3. Selecting the proper utensils for preparing a specific food, measuring the appropriate amount, selecting the right temperature to prepare a simple meal
4. Completing an assignment of daily household chores, such as: caring for bathroom, cleaning living area and bedroom area, caring for kitchen area and cleaning the art area
5. Preparing booklet and actually participating in dressing, selecting and caring for his personal clothing as based on group agreement
6. Helping and caring for younger and less capable children
7. Orally stating simple safety and first-aid rules
8. Completing an assignment in gardening and animal care
9. Using mock telephone to take and give messages and make emergency calls to a more capable person who will respond appropriately
10. Finding a variety of pictures showing how man needs and uses energy
11. Placing material and equipment in their proper order, place, space and form when teacher directed
12. Working a time schedule as prescribed by the teacher
13. Using and caring for equipment (stove, refrigerator, iron, washing machine, dryer) according to operating instructions
14. Comparing the time and effort needed and quality of work produced by electricity and by manual labor through discussion and actual practice, under direction of the teacher

15. Randomly selecting food items appropriate for breakfast, lunch, dinner and snacks when provided a large variety of food pictures and/or models
16. Selecting and completing an art project based on teacher-stated criteria
17. Distinguishing between telephone, fire alarm, ambulance siren and doorbell by naming what makes each sound
18. Listening to a short story and relating facts orally to teacher
19. Writing simple sentences about daily situations under direction of teacher
20. Reading orally labels and signs (ladies, gentlemen, men, women, boys and girls) when shown by the teacher
21. Independently reading a given short story and relating facts orally to teacher.

D. Goal Statement - To develop favorable reaction to physical, mental, personal and social limitations and abilities that affect his work and the work of others as determined by:

1. Helping or caring for younger and less capable children
2. Looking into a mirror and orally describing his physical self to a listener
3. Answering yes and no questions from a questionnaire describing social limitations and abilities (Do you think people like you?" "Do you like other children?" "Do you like adults?"
4. Orally expressing a variety of ways in which heat, light and sound affect him
5. Answering yes or no from a questionnaire with a built-in rating scale which determines self-worth
6. Working on a time schedule as prescribed by the teacher
7. Working a limited area with three or more children to the group's satisfaction.

E. Goal Statement - To develop acceptable personal attitudes and values as determined by:

1. Listing differences and likenesses in people as determined by the students under direction of the teacher
2. Following simple courtesies during speaking and listening such as listening attentively without interpreting, using courtesy words, etc.
3. React appropriately to others by choosing to do things with other children by praising and helping them solve problems among friends, as measured by group appraisal
4. Displaying basic table manners as determined by a list of good manner rules developed by the students under the teacher's direction.

F. Goal Statement - To develop an improvement as a group worker as determined by:

1. Displaying basic table manners as determined by a list of good manner rules developed by the students under the teacher's supervision

2. Leaving working areas clean and orderly for others as measured by classroom rules
3. Working in a limited area with three or more children to the group's satisfaction
4. Doing the amount of work necessary to complete a task while working with others in a given time period
5. Practicing basic sanitation habits such as proper use of the bathroom facilities
6. Listing emergency and simple first-aid tasks and performing simple first-aid in the absence of an adult
7. Selecting and completing a group art project based on teacher criteria
8. Following simple courtesies of speaking, listening, etc.
9. Choosing to work with others and assigning work to others on the basis of their capabilities and limitations when given the opportunity to assign tasks for group work.

II. Choosing and Getting a Job

A. Goal Statement - To develop an understanding that most people work for a living as determined by:

1. Stating facts, under direction of the teacher, learned from field trips to various businesses, such as different types of jobs and some skills needed for jobs
2. Listing the uses of the money their parents earn.

B. Goal Statement - To perform routine jobs inside and outside the classroom as determined by:

1. Adding and subtracting objects totaling 100 in daily job situations
2. Understanding money terminology by distinguishing between types of coins and bills in collecting various classroom fees and making purchases for the classroom with the correct amount of money
3. Selecting the proper utensils for preparing a specific food, measuring the appropriate amount, selecting the right temperature and preparing a simple meal
4. Choosing from a group of home and garden pictures, the ones that are well kept
5. Preparing booklet and actually participating in dressing, selecting and caring for clothing to be used on certain jobs
6. Helping or caring for younger and less capable children
7. Planting and caring for a garden
8. Putting waste in proper receptacle as part of completing a task
9. Working on a time schedule as prescribed by daily classroom schedule
10. Placing objects in their proper order, place, space and from according to storage area
11. Using and caring for equipment (stove, refrigerator, iron, washing machine, dryer) according to operating instructions
12. Using power equipment and manual labor to complete a task, comparing time, effort and quality of work
13. Cleaning an area according to classroom standards

14. Listing emergency and first-aid tasks and performing simple first-aid in the absence of an adult
15. Reinterpreting in his own words a short message or talk given by an outside person or teacher
16. Taking and giving messages and making emergency calls to a more capable person by using a mock telephone
17. Filing simple, labeled materials for the teacher in alphabetical order.

C. Goal Statement - To develop an appreciation and understanding of some of the responsibilities of community services as determined by:

1. Listing responsibilities of community helpers for teacher or rest of the class (hospital, employment, sanitation)
2. Stating the services offered by the community (hospital, employment, sanitation).

D. Goal Statement - To know how to tell, read and write personal data as determined by:

1. Telling personal data courteously to another person
2. Transferring from manuscript to cursive and from cursive to manuscript when given a chart containing his personal data so that the letters can be recognized
3. Filling out applications containing questions about name of his city and state, hobbies and sports in which he participates and physical disabilities.

III. Understanding Responsibilities, Rights and Benefits of the Worker

A. Goal Statement - To develop a knowledge of some of the responsibilities that are involved in assuming a job as determined by:

1. Listing some of responsibilities the employer has toward the employee (experience chart)
2. Listing some of the responsibilities the employee has toward fellow employee (experience chart)
3. Listing some of the responsibilities the employee has toward the employer (experience chart).

B. Goal Statement - To develop a knowledge of some of the rights that are involved in assuming a job as determined by:

1. Listing after teacher structured discussion, some of the rights of the employer (experience chart)
2. Listing after teacher structured discussion, some of the rights of the employee (experience chart).

C. Goal Statement - To develop a knowledge of some of the benefits that are involved in assuming a job as determined by:

1. Under teacher direction, discuss and list some of the benefits of the employer (experience chart)
2. Under teacher direction, discuss and list some of the benefits of the employee (experience chart).

SUGGESTED ACTIVITIES

Make a survey of the jobs that the class can do within the school building.

Have class practice arranging a work space before class engages in any activity. Instruct pupils to select chairs, tables or desks of the proper height and size for the job to be done.

Organize quiet relay games, as passing a ping-pong ball held in a tablespoon. Stress the importance of cooperation.

Divide the class into working groups for various activities. Assign a leader for each group. This activity will develop cooperative attitudes, friendliness, honesty and trustworthiness.

Prepare a menu for a balanced menu from the four basic food group classification.

Dramatize how a student can aid a handicapped child in walking up steps, play with younger child and help with school work.

Present a skit showing how to get help when someone is injured and how to apply simple first-aid treatment.

Present a film on the uses of energy-heat, light and sound. Class discussion will be ensure.

Assign certain classroom duties to students. The student are to put desks, books, broom, etc. in designated places.

Have each pupil keep a daily record related to work habits. Include such items as starting to work on time, completing all assignments, completing part of an assignment and the opportunity to improve work-habits.

Respond orally to checklist of rules stating the use of and caring for equipment (stove, refrigerator, iron) as directed by teacher.

Class discussion about talk given by an outside person such as state employment personnel.

Have pupils participate in the operation of a class or school store and supply store.

Prepare booklet using pictures or illustrations on how to dress appropriately for the weather, what to wear to a party, to play ball, to go to school, or the church, brushing and handling clothes correctly and how to clean and polish shoes.

Field trips to community agencies.

Make a bulletin board poster or series of posters around the theme, "Safety Rules to Follow When Caring for Young Children."

Make window flower boxes for classroom and home. Make cages for animals in the classroom.

Use scrap materials to make art items of own interest.

Describe physical self orally while looking into a mirror.

Each student keep a daily record related to work habits.

Provide opportunities for pupils to practice appropriate social graces. Such activities as entertaining parents or another class will enable the pupils to serve as hosts or hostesses.

Have students report to class about their after-school jobs for which they are paid.

Make a chart showing comparative value of coins.

Dramatize situations involving safety precautions.

Have a weekly clean-out routine for desks, corridors, bathroom, kitchen, art area, etc. This will help establish a habit of neatness.

Dramatize the proper use of a telephone.

JUNIOR HIGH

CHARACTERISTICS

The junior high program is dominated by children whose chronological ages range from 13 to 15 years with corresponding mental ages from 7 to 10 years. At the junior high level, opportunities for first-hand job experiences become more numerous. Because of increased job opportunities the teacher and school program should place more emphasis on the pupils ability to work with others; his attitude toward accepting criticism; his deftness in handling materials; his punctuality; his personal appearance, courtesy, trustworthiness and enthusiam; and his interest in available jobs.

The junior high pupil can participate in social dancing and understand acceptable boy-girl relationships. He has a sense of responsibility toward himself and others and participates in voluntary sports activities.

DESIRED OUTCOMES

I. Preparing for Work

A. Positive attitudes toward work

1. Begins to live by an accepted code of value and begins to appreciate and understand code of values approved by society
2. Knows importance of doing his share of work and is reliable as a group member
3. Can accept criticisms and knows how to ask for explanation and help when in doubt
4. Knows how to get along with other workers and employer
5. Knows the importance of using common courtesies
6. Knows the importance of reporting to work on time.

B. Refines good work habits

1. Works toward satisfactory task competition
2. Can accept and follow directions in completing a work task
3. Works with peers on group projects but has the ability to work alone
4. Knows to ask for further explanation and help when in doubt
5. Chooses and directs personal rest needs
6. Extends understanding of first-aid
7. Takes responsibility for doing chores
8. Understands and practices conservation
9. Paces his work activities
10. Communicateseffectively and courteously in a variety of situations.

C. Develops work skill

1. Has skills to do household chores
2. Makes simple garments and accessories
3. Knows what to do in case of emergencies
4. Cares for plants and animals

5. Accepts the responsibility and knows procedures for helping or caring for younger and less capable children
6. Uses his knowledge of spatial relationships
7. Understands the need for and use and care of tools
8. Begins to use power equipment and appliances
9. Uses mechanical equipment such as vending machines, telephones and elevators in public places
10. Communicates effectively and courteously in a variety of situations
11. Continues to develop independent reading skills
12. Counts, reads and writes numbers
13. Becomes proficient in arithmetical concepts met in daily situations
14. Understands the use of money terminology and value
15. Begins to understand and read simple maps, graphs and charts
16. Recognizes the different types of musical instruments
17. Develops more concepts and skills in arts and crafts.

D. Is aware of his strengths and limitations which affect job

1. Has developed a good concept of his capabilities, talent and interests
2. Chooses and directs personal rest needs
3. Is aware of the effect of the job environment (heat, light, etc.) in his work
4. Knows the effects of communicable diseases.

E. Has knowledge of social habits and attitudes to deal effectively with employer during job interview

1. Has developed a good concept of his capabilities, talents and interests
2. Begins to be concerned for the desires and welfare of others
3. Knows why and performs daily habits of body care
4. Accepts desirable standards of dress
5. Communicates effectively and courteously in a great variety of situations.

F. Has knowledge of social habits and attitudes to deal effectively with peers and employers while on the job

1. Knows who to go to for guidance and counseling when he cannot handle a problem
2. Begins to be concerned for the desires and welfare of others
3. Begins to live by an acceptable code of values and appreciates and understands codes of values accepted by society
4. Knows why and performs daily habits of body care
5. Knows and practices good table manners as part of a daily routine
6. Begins to correlate his time schedule and spatial routines to those of others
7. Communicates effectively and courteously in a great variety of situations
8. Can work well with others in group situations.

C. Begins work experiences within the school setting

1. Has necessary skills and habits to work within the school setting
2. Knows what to do in case of an emergency.

II. Choosing and Getting a Job

A. Understands that people work for a living

1. Begins to be concerned for the desires and welfare of others
2. Begins to live by an acceptable code of values and appreciates and understands codes of values approved by society
3. Understands that money is exchanged for goods and services.

B. Becomes aware of jobs he can and will be able to perform in the community

1. Uses appropriate techniques for locating job information and location
2. Knows the part-time jobs that are available and their requirements
3. Has developed a good concept of his capabilities, talents and interests.

C. Has necessary learning for getting a job

1. Knows how to ask for a part-time job
2. Can fill out a simple application.

III. Responsibilities, Rights and Benefits of the Worker

A. Knows most of the responsibilities to employers and fellow employees

1. Knows most of the responsibilities the employer has toward the employee
2. Knows most of the responsibilities the employee has toward fellow employees.

B. Knows most of the rights that are involved in assuming a job

1. Knows most of the rights of the employer
2. Knows most of the rights of the employee.

C. Knows most of the benefits that are involved in assuming a job

1. Knows most of the benefits to employers
2. Knows most of the benefits to employees.

BEHAVIORAL OBJECTIVES

I. Preparing for Work

A. Goal Statement - Continues to develop positive attitudes toward work as determined by:

1. Practicing socially acceptable habits to classroom satisfaction, dress, etiquette, language and interpersonal relations
2. Doing his share of work and being dependable as a group member according to group judgement
3. Accepting criticism and asking for explanation and help when in doubt
4. Getting along with other workers and employer, as measured by using common courtesies, reporting to work on time, etc.

B. Goal Statement - Refines good work habits as determined by:

1. Promptly beginning, and according to directions, completing as assigned task
2. Promptly beginning to clean up when told he must conclude a task
3. Working on an assigned task alone or with peers
4. Asking for further explanation and help when in doubt
5. Resting when tired or in need of a change of activity
6. Orally outlining the proper initial steps to take in case of serious injury to self or a companion when on the job
7. Performing necessary housekeeping chores in classroom and on the job as they occur without being told
8. Pacing his work activities to fit his time schedule and rest needs
9. Communicating effectively and courteously in a variety of situations (oral and written).

C. Goal Statement - Develops good work skills as determined by:

1. Doing household chores according to requirements determined by class
2. Making simple garments and accessories according to teacher-made criteria
3. Taking the proper initial steps in case of serious injury to self or a companion
4. Caring for an outside area on the school grounds by keeping plants and grass healthy, trimmed and beautiful based on judgement of principal
5. Caring for younger and less capable children based on needs established by their teacher(s)
6. Putting away materials in suitable places using the amount of space given according to width, length and height
7. Choosing the proper tool, manipulating and caring for it with skill and efficiency to complete an assigned task
8. Using power equipment and appliances, such as fan and lawn-mover according to operating instructions

9. Using mechanical equipment such as vending machines, public telephone and elevators and listing the advantages and disadvantages of each
10. Communicating effectively and courteously in a variety of situations (oral and written) according to group judgement
11. Answering questions and reading aloud (with previous preparation) a reading selection which given information, directions, etc.
12. Counting, reading and writing numbers and using addition, subtraction, simple fractions, multiplication, division and simple measurement in daily situations
13. Buying and selling small items in classroom store, making the correct change and selecting the most appropriate coinage nearest to the cost of desired item
14. Answering questions about the information given in simple maps, charts and graphs
15. Orally naming different types of musical instructions shown in pictures according to common usage
16. Completing an assigned task in arts and crafts following teacher-stated criteria, such as color, line, size and proportion.

D. Goal Statement - Is aware of his strengths and limitations which affect job as demonstrated by:

1. Choosing to do those things in and out of the classroom which he can do and is interested in
2. Choosing and directing his personal rest needs while completing an assigned task
3. Selecting jobs from those available in the school environment with environments which are favorable to his ability to do the job
4. Orally stating a few communicable diseases and their effects according to information gained during class presentation.

E. Goal Statement - Has knowledge of social habits and attitudes to deal effectively with employer during job interview as demonstrated by:

1. Orally stating effectively and courteously his capabilities, talents and interests during a mock job interview to group satisfaction
2. Asking questions during simulated job interview as to what is expected of him on his job
3. Performing socially accepted daily habits of body care and wearing socially acceptable clothing.

F. Goal Statement - Has knowledge of social habits and attitudes to deal effectively with peers and employer while on the job as demonstrated by:

1. Going to correct person for guidance and counseling when he cannot handle a problem
2. Behaving in a socially acceptable manner including etiquette, courtesy, concern for others and assuming responsibility
3. Performing socially accepted daily habits of body care
4. Arranging his working schedule and the area in which he works without conflicting with others.

C. Goal Statement - Begins works experience within the school setting as demonstrated by:

1. Working with skills required within the school setting according to supervisor's judgement
2. Taking necessary steps in case of emergency such as sounding alarm, stopping flow of blood, putting water on non-electrical fire, etc.

II. Choosing and Getting a Job

A. Goal Statement - Understands that people work for a living as demonstrated by:

1. Working at available odd jobs at school for extra money instead of asking for money from parents, etc.

B. Goal Statement - Becomes aware of jobs he can and will be able to perform in the community as demonstrated by:

1. Making a list of available jobs using want-ads, store-window ads, etc.
2. Listing available part-time jobs and their requirements using classroom materials, such as Finney
3. Listing the available part-time jobs he will be able to perform accurately according to his judgement.

C. Goal Statement - Has necessary learning for getting a job as demonstrated by:

1. Asking properly for a part-time job in the school setting (based on classroom criteria, such as appropriate grooming, language usage, etiquette, asking intelligent questions, presenting his abilities as they relate to the job, etc.)
2. Filling out a simple application based on requirements of the application.

III. Responsibilities, Rights and Benefits of the Worker

A. Goal Statement - Knows most of the responsibilities to employer and fellow employees as demonstrated by:

1. Listing most of the responsibilities the employer has to the employee
2. Listing most of the responsibilities the employee has to his employer and fellow employees.

B. Goal Statement - Knows most of the rights that are involved in assuming a job as demonstrated by:

1. Listing most of the rights of the employer
2. Listing most of the rights of the employee.

C. Goal Statement - Knows most of the benefits that are involved in assuming a job as demonstrated by:

1. Listing most of the benefits to employer
2. Listing most of the benefits to employees.

SUGGESTED ACTIVITIES

Develop skits showing proper dress, mannerisms and personal conduct when applying for a job.

Have each student keep a daily record related to work habits.

Demonstrate how to care for an injured person while waiting for a doctor.

Provide opportunities for students to practice talking before class and other people (chapel programs).

Make simple clothes and accessories such as purses, belts, hats and bracelets.

Participate in buying and selling small items in classroom.

On a large simplified city map, ask questions such as which way is north? Where is home? How far is it from home to school, etc.

Make charts of progress in certain specified subjects.

Have each students make a list of part-time jobs and explain why he thinks he could qualify for these jobs.

Make a survey of the school to find out what jobs are available to students of junior high age.

Conduct mock interview. Have class give constructive criticism.

Plan and perform skits showing results of proper attitudes at work.

Have each student fill out simple application forms as part of the personal practice of applying for the various school jobs.

Make a chart listing the responsibilities, rights and benefits of the employer and/or employee.

Field trips to businesses or industries.

Have students make list of reasons why workers lose their job.

SENIOR HIGH

CHARACTERISTICS

The senior high program is dominated by children chronologically aged from 15 to 21 years. This advanced level terminates the public school education for most of these children. The curriculum consists of a combination of academic subject matter and the social-occupational skills that retarded youth need to function in society.

Senior high extends junior high experiences. They differ in the types and degree of abstractness of the concepts presented and with stress placed upon the social requirement of young adulthood. There is also a replacement of time spent in class with some supervised work experiences within the school or community.

The vocational level is the final stage in preparing the student for independent living and vocational competence. Physical exposure to increasingly demanding work experiences while continuing to stress self-maintenance at an increasingly independent level becomes the focus of the program. Specific attention to problems becomes the means through which academic skills can be brought to bear on problems to be investigated and evaluated. The concentration of the program is not on skill development as such, but rather on the use of skills already partially learned in a work or living environment.

DESIRED OUTCOMES

I. Preparing for Work

A. Possesses attitudes and understandings that will help him get and keep a job

1. Lives by an acceptable code of values and demonstrates good personal and social traits as a worker
2. Takes pride in personal and group work performances
3. Profits from suggestions and criticisms, but takes personal responsibility for making his own decisions
4. Practicies social habits and attitudes that deal effectively with employer and fellow employees while on the job
5. Is punctual.

B. Is an efficient worker

1. Has ability to plan and complete a task to the best of his ability
2. Follows directions with minimum supervision, but seeks help when uncertain of work procedures
3. Works efficiently and effectively in a group
4. Paces his work activities and plans for personal rest needs
5. Uses and maintains work area and equipment properly
6. Knows how to use first-aid in an emergency
7. Communicates effectively and courteously in any situation
8. Uses public facilities and equipment

9. Refines independent reading skills
10. Refines proficiency in arithmetical concepts met in daily situations
11. Uses money wisely
12. Makes use of maps, graphs and charts
13. Recognizes hazards and uses good safety precautions.

C. Evaluates self realistically when making a job choice

1. Has understanding of his abilities and limitations and the importance of matching abilities to job requirements
2. Is cognizant of the jobs he will be able to perform
3. Realizes that social and emotional pressures will arise which may affect his job
4. Knows the effect of the job environment (heat, etc.) on his work.

D. Knows proper conduct for personal interviews

1. Knows personal qualifications and how to present them to employer
2. Conducts himself properly during the interview
3. Dresses and grooms appropriately for the interview
4. Asks intelligent questions about jobs.

E. Practices social habits and attitudes that deal effectively with employer and employees while on the job

1. Is able to cope with many personal problems and knows where to go for counseling when needed
2. Accepts and appreciates the rights and contributions of others
3. Lives by an acceptable code of values and appreciates and understands codes of values approved by society
4. Dresses and grooms himself appropriately
5. Shows socially acceptable manners in all situations
6. Correlates his time schedule and spatial routines to those of others
7. Communicates effectively and courteously in all situations
8. Works efficiently and effectively in a group.

F. Gains varied work experiences in on-the-job training program under school supervision

1. Has necessary skills and habits to perform jobs correctly in the community
2. Takes part in on-the-job training within school setting
3. Works at part-time placement outside of school
4. Takes part in co-op work programs
5. Knows school will help him solve job problems
6. Performs necessary first-aid in case of emergency.

II. Choosing and Getting a Job

A. Begins to assume partial financial responsibility

1. Contributes to family income
2. Purchases some of his basic needs.

B. Knows what jobs are available in the community

1. Knows how to search for a job
2. Knows how to analyze jobs
3. Knows his capabilities, talents and interests as they relate to a job.

C. Knows how to apply for a job

1. Conducts himself appropriately in a job interview
2. Knows how to fill out various forms needed for a job.

III. Responsibilities, Rights and Benefits of the Worker

A. Knows all of the responsibilities to employers and fellow employees

1. Knows all of the responsibilities the employer has toward the employee
2. Knows all of the responsibilities the employee has toward fellow employees
3. Knows all of the responsibilities the employee has toward the employer.

B. Knows all of the rights that are involved in assuming a job

1. Knows all of the rights of the employer
2. Knows all of the rights of the employee.

C. Knows all of the benefits that are involved in assuming a job

1. Knows all of the benefits to employers
2. Knows all of the benefits to employees.

BEHAVIORAL OBJECTIVES

I. Preparing for Work

A. Goal Statement - Possesses attitudes and understandings that will help him get and keep a job as demonstrated by:

1. Living by a code of values which is acceptable to his peers, teacher and employers
2. The neatness, accuracy and efficiency of his job performance as determined by his employer
3. Following suggestions and constructive criticisms and making his own necessary decisions about such things as: rest breaks, pacing, correctness of job, doing tasks in sequential steps or order of importance and doing work as need arises without being told

4. Dealing effectively with employers and fellow workers by using common courtesies, reporting to work on time, completing his share of the work and keeping tools and work area in good working condition.

B. Goal Statement - Is an efficient worker as demonstrated by:

1. Planning and completing a task to the best of his ability
2. Following directions with minimum supervision but seeking help when uncertain of work procedures
3. Completing his share of a group task correctly, using common courtesies when in the group and cooperating with the work and desires of others
4. Working steadily, taking at least one rest break every two hours and alternating activities when possible
5. Using equipment according to operating instructions and cleaning work area of dirt, debris and other safety hazards
6. Performing first-aid treatment in a mock accident using dummies and calling for help
7. Communicating effectively and courteously to meet job requirements, social and personal needs
8. Making and completing a local and long distance phone call, getting from one place to another using public transportation, getting from one floor to another using public facilities and purchasing an item from a vending machine
9. Reading and obeying functional words and using newspapers or other printed materials to find available jobs
10. Handling and spending money wisely, writing and cashing checks, depositing in savings account regularly, budgeting money for self and family, buying on credit, paying bills promptly, buying and filling out a money order and listing the different kinds of insurance, etc.
11. Locating information by using maps, charts and graphs
12. Following established safety precautions while driving and on the job and avoiding common danger not covered by instructions.

C. Goal Statement - Evaluates self realistically when making a job choice as determined by:

1. Using the results of a rating scale which evaluates his performance and abilities in each training area, he will list those jobs which he can perform
2. Listing some of the social and emotional pressures which may affect his job, such as unkind comments from co-workers, home problems, pressure from supervisor, etc.
3. Listing the physical factors of his job and the effect of these factors upon him.

D. Goal Statement - Knows the conduct for personal interviews as demonstrated by:

1. Stating personal qualifications, using proper etiquette, dressing and grooming appropriately and asking intelligent and pertinent questions during mock job interview.

E. Goal Statement - Practices social habits and attitudes that deal effectively with employer and employees while on the job as demonstrated by:

1. Solving many personal problems, such as lack of spending money, friendships, teacher-pupil relationships and going to proper sources for counseling when needed to satisfaction of teacher and peers
2. Living by a socially acceptable code of values, appreciating and understanding codes of values approved by society such as: dressing and grooming appropriately, using correct language, using socially acceptable manners, allowing others to express their opinions, acknowledging the contributions of others, etc.
3. Working efficiently and effectively within a time schedule and spatial routine along with others.

F. Goal Statement - Gains varied work experience in on-the-job training programs under school supervision as demonstrated by:

1. Using the results of a rating scale which evaluates his performance and abilities in each training area
2. Working within and outside of the school setting
3. Going to school instructor for help in solving job problems
4. Performing necessary first-aid in emergencies involving himself or others.

II. Choosing and Getting a Job

A. Goal Statement - Begins to assume partial financial responsibilities as determined by:

1. Contributing to family income
2. Purchasing some of his basic needs.

B. Goal Statement - Knows what jobs are available in the community as demonstrated by:

1. Using newspaper ads, yellow pages, employment agencies, friends, signs, etc., to search for a job
2. Analyzing jobs according to skill requirements, pay, location, job environment, hours, etc., using information available to him in classroom, newspapers and conversations with others
3. Comparing his capabilities, talents and interests with the job analyses he has completed to determine those jobs for which he will apply.

C. Goal Statement - Knows how to apply for a job as demonstrated by:

1. Role-playing a job interview appropriately as measured by: stating personal qualifications, using proper etiquette, dressing and grooming appropriately and asking intelligent and pertinent questions
2. Completing the various forms needed for a job.

III. Responsibilities, Rights and Benefits of the Worker

A. Goal Statement - Knows all of the responsibilities to employers and fellow employees as determined by:

1. Listing all of the responsibilities the employer has toward the employee
2. Listing all of the responsibilities the employee has toward fellow employees
3. Listing all of the responsibilities the employee has toward the employer.

B. Goal Statement - Knows all of the rights that are involved in assuming a job as determined by:

1. Listing all of the rights of the employer
2. Listing all of the rights of the employee.

C. Goal Statement - Knows all of the benefits that are involved in assuming a job as determined by:

1. Listing all of the benefits to employers
2. Listing all of the benefits to employees.

SUGGESTED ACTIVITIES

Discuss the meaning of citizenship, its duties, responsibilities and privileges. Direct the discussion so that students understand that wholesome attitudes about citizenship begin in the home.

Have the class members who are working discuss the personal characteristics necessary to get and hold their jobs.

List problems that students meet in their work situations. Use these problems as a basis for class discussion.

Give students an opportunity to work in a number of part-time jobs in the job-training areas of the community.

Discuss what employees should do when they do not understand their duties.

Develop a skit showing how to ask for information when the instructions are not clear.

Make a display around the theme "Jobs That We Can Do." Use pictures to depict the kinds of jobs that students can do. Under each picture list why this job is important and what personal qualities the job will require.

Have the students list and define various emotions and tell under what circumstances they might be experienced. Discuss the importance of controlling emotions for self-protection.

Develop role-playing situations centered around what one does during an interview. Have class evaluate the participant's technique in an interview situation.

Have students who are working on part-time job assignments report to class about their working experiences. The report can include such things as what the job entails, what problems the student faces, how he solves certain problems and what aspects of the job were difficult for him.

Use a teacher and student-made rating scale to evaluate the performance of the students in a training area. Use the results of the rating scale for individual evaluations concerning employment opportunities.

Have the area American Red Cross Chapter instruct students on first-aid procedures.

Have student list ways of spending his money. Stress importance of helping his family financially.

Use the help-wanted section of the newspaper for locating a job.

Visit a private employment agency. Here the class may obtain information concerning the types of jobs they have to offer, the cost to the employee for placement and terms for placement.

Discuss the importance of a job seeker registering with the State Employment Service.

Have students make a detailed study of some jobs they think they can do. Include the following in the study of the employment outlook for beginning employees: wage and hours, working conditions, job skill requirements and availability of jobs in this area.

Fill out various application forms. Identify and discuss the meaning of terms such as references, citizenship, referred by, previous permanent address and reasons for leaving last employment.

Have students compile and keep a personal data sheet, including references and work experience.

Explain how the employer has computed the various deductions--income tax, city tax and other payroll deductions.

Fill out short tax returns in class. Use the students withholding tax statements to supply the data for completion of the short form tax return.

Discuss what happens when people neglect to file and pay their income taxes.

Discuss the role and responsibilities of the boss. Point out how this role influences the boss's behavior in the work situation.

Discuss why and how we pay city income tax.

Visit the local office of unemployment compensation. Find out when one is eligible for such compensations and how to apply for it.

Discuss the rewards of work other than pay. Be sure to include the feeling of pride, the pleasure of being occupied and the contribution to society.

Discuss the meaning of taxes and the benefits derived from paying taxes.

Discuss the need for and benefits for social security.

Discuss what unions do for their members.

Talk about some benefits derived from carrying insurance.

Discuss some of the benefits of workmen's compensation.

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